2013 Program Analysis

Data Analysis

Nursing GPA
- Passed NCLEX RN first attempt: 2.75
- Failed NCLEX RN first attempt: 2.50

Chemistry GPA
- Passed NCLEX RN first attempt: 3.12
- Failed NCLEX RN first attempt: 2.55

Prerequisite GPA
- Passed NCLEX RN first attempt: 3.09
- Failed NCLEX RN first attempt: 2.79

Plan

Admission Criteria
- Instead of the current nursing prerequisite GPA, have a science GPA to include CY 103, BY 206, BY 209, and BY 210.
- Calculate the science GPA based on all recorded grades, not just the highest.
- Increase the minimum science GPA from 2.5 to 2.75

Progression Data
- Continue to track cumulative GPA on admission and graduation, grades in sciences, grades in nursing courses, scores on integrated standardized exams, progression in the program, full-time or part-time track, English as a second language status.
- Develop/identify an assessment tool to identify non-academic factors impacting student success.

Student Support
- Expand the mentoring program currently offered by the Association of Nursing Students.
- Require the NCLEX Review Course as a course assignment during the last semester in the program.
- Develop a policy and procedure for remediation of all standardized exams.
- Develop a policy for remediation of students who do not meet the target score on the standardized program exit exam.
- Implement electronic resources including test-taking strategies starting in the junior year.
- Develop a procedure for identification and referral of students with test anxiety.

Faculty Support
- Provide faculty development for test item writing and analysis.
- Appoint a faculty member to provide oversight for testing and evaluation.
- Appoint a task force to develop a faculty peer review initiative to support faculty in using active learning strategies in classroom and clinical settings with the focus on clinical reasoning/judgment.
- Develop a comprehensive orientation for clinical adjunct faculty.
Program NCLEX-RN Pass Rates History
Prior to 2013, all nursing graduates successfully passed NCLEX-RN within the required 3 years post graduation date limitation set by the Georgia BON

May 2013 grads
17 were unsuccessful on first attempt at NCLEX
13 have passed
as of Dec 2017 the remaining 4 were not successful in passing NCLEX-RN

2013 Annual first attempt pass rate 73.24

May 2014 cohorts
2014 cohorts pass rate is 81.25 [65/80]
13 unsuccessful on first attempt at NCLEX
8 have passed on second attempt
4 successful on third attempt
1 is unknown, appears never to have reattempted

2014 Annual first attempt pass rate 82.89

May 2015 cohorts
2015 cohorts pass rate is 80.26 [61/76]
79 graduates took NCLEX-RN (3 from May 2014 cohorts, 76 from May 2015) 62 passed
17 were unsuccessful on first attempt at NCLEX
10 passed on second attempt
3 passed on third attempt
1 passed on fourth attempt
as of Mar 2018 the remaining 3 were not successful in passing NCLEX-RN

2015 Annual first attempt pass rate 78.48
NERC Handout

NCLEX Stats since reinstating Standardized End of Program Exam Benchmark

Fall 2015
84.21 % cohort NCLEX pass rate
Final: 32/38 were successful on first attempt

<table>
<thead>
<tr>
<th>Exam Score</th>
<th># Students</th>
<th>Pass</th>
<th>Fail</th>
<th>Percentage Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥ 1000</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>100</td>
</tr>
<tr>
<td>975-999</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>66.7</td>
</tr>
<tr>
<td>950-974</td>
<td>4</td>
<td>4</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>925-949</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>75</td>
</tr>
<tr>
<td>900-924</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>66.7</td>
</tr>
<tr>
<td>875-899</td>
<td>8</td>
<td>6</td>
<td>2</td>
<td>75</td>
</tr>
<tr>
<td>850-874</td>
<td>7</td>
<td>7</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

4 were successful on second attempt
1 successful on fourth attempt
1 has been unsuccessful on three attempts

Spring 2016
89.47 % cohort NCLEX pass rate
Final: 34/38 were successful on first attempt

<table>
<thead>
<tr>
<th>Exam Score</th>
<th># Students</th>
<th>Pass</th>
<th>Fail</th>
<th>Percentage Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥ 1000</td>
<td>10</td>
<td>9</td>
<td>1</td>
<td>90</td>
</tr>
<tr>
<td>975-999</td>
<td>6</td>
<td>6</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>950-974</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>66.7</td>
</tr>
<tr>
<td>925-949</td>
<td>8</td>
<td>8</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>900-924</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>80</td>
</tr>
<tr>
<td>875-899</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>850-874</td>
<td>5</td>
<td>5</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

3 were successful on second attempt
1 successful on third attempt

2016 Total NCLEX First Attempt Pass Rate
Final: 68/78 were successful at first attempt: 2016 pass rate is 87.18; 4 year pass rate is 80.4
[includes 1 May 2014 grad and 1 Dec 2016 grad]

Fall 2016
84.38 % cohort NCLEX pass rate
Final: 27/32 were successful on first attempt

<table>
<thead>
<tr>
<th>Exam Score</th>
<th># Students</th>
<th>Pass</th>
<th>Fail</th>
<th>Percentage Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥ 1000</td>
<td>8</td>
<td>8</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>975-999</td>
<td>4</td>
<td>4</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>950-974</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>67</td>
</tr>
<tr>
<td>925-949</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>67</td>
</tr>
<tr>
<td>900-924</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>875-899</td>
<td>5</td>
<td>5</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>850-874</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>80</td>
</tr>
</tbody>
</table>

3 were successful on second attempt
2 successful on third attempt
NERC Handout

Exam Scores vs NCLEX First Time Pass Rates First 3 Cohorts
[Benchmark 850]

<table>
<thead>
<tr>
<th>Exam Score</th>
<th># Students</th>
<th>Pass</th>
<th>Fail</th>
<th>Percentage Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥ 1000</td>
<td>24</td>
<td>23</td>
<td>1</td>
<td>95.83</td>
</tr>
<tr>
<td>975-999</td>
<td>13</td>
<td>12</td>
<td>1</td>
<td>92.3</td>
</tr>
<tr>
<td>950-974</td>
<td>10</td>
<td>8</td>
<td>2</td>
<td>80</td>
</tr>
<tr>
<td>925-949</td>
<td>15</td>
<td>13</td>
<td>2</td>
<td>86.67</td>
</tr>
<tr>
<td>900-924</td>
<td>15</td>
<td>10</td>
<td>5</td>
<td>66.67</td>
</tr>
<tr>
<td>875-899</td>
<td>14</td>
<td>11</td>
<td>3</td>
<td>76.92</td>
</tr>
<tr>
<td>850-874</td>
<td>17</td>
<td>16</td>
<td>1</td>
<td>94.12</td>
</tr>
</tbody>
</table>

86.11% first time pass rate for all three cohorts [93/108]

Spring 2017
89.47 % cohort NCLEX pass rate
Final: 34/38 were successful on first attempt

<table>
<thead>
<tr>
<th>Exam Score</th>
<th># Students</th>
<th>Pass</th>
<th>Fail</th>
<th>Percentage Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥ 1000</td>
<td>18</td>
<td>14</td>
<td>4</td>
<td>78</td>
</tr>
<tr>
<td>975-999</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>950-974</td>
<td>7</td>
<td>7</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td>925-949</td>
<td>5</td>
<td>5</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>900-924</td>
<td>7</td>
<td>7</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

3 were successful on second attempt
1 did not take first attempt until 11/17

2017 Total NCLEX First Attempt Pass Rate
Final: 60/69 were successful at first attempt: 2017 pass rate is 86.96; 4 year pass rate is 83.88
[1 Dec 16 cohort passed 1st attempt Dec 2016]

Fall 2017
- % cohort NCLEX pass rate
Final: -/31 were successful on first attempt

<table>
<thead>
<tr>
<th>Exam Score</th>
<th># Students</th>
<th>Pass</th>
<th>Fail</th>
<th>Percentage Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥ 1000</td>
<td>15</td>
<td>10</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>975-999</td>
<td>1</td>
<td>1</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>950-974</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>925-949</td>
<td>6</td>
<td>2</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>900-924</td>
<td>1</td>
<td>1</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
NCLEX-RN Pass Rates

NCLEX RN First Attempt Pass Rates
Based on Number of Attempts to Reach Standardized Exam Benchmark Score

<table>
<thead>
<tr>
<th>Attempt</th>
<th># Students</th>
<th># Pass</th>
<th>% Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>54</td>
<td>4</td>
<td>92.59</td>
</tr>
<tr>
<td>Second</td>
<td>39</td>
<td>12</td>
<td>69.23</td>
</tr>
<tr>
<td>Third</td>
<td>28</td>
<td>2</td>
<td>92.86</td>
</tr>
<tr>
<td>Fourth</td>
<td>11</td>
<td>1</td>
<td>90.9</td>
</tr>
<tr>
<td>Fifth</td>
<td>4</td>
<td>2</td>
<td>50</td>
</tr>
</tbody>
</table>
NERC Handout

Mastering the Content Program Outline

• Orientation to Nursing Program Course [2012- always evolving]
  – Course Sequence
  – Undergraduate Handbooks
  – Classroom Management System
  – Library Overview
  – Deep vs Surface Learning
  – Metacognitive Learning Tools
  – Test Taking Strategies
  – Nursing Program Success Notebook
  – NCLEX-RN Review as Required Textbook
  – Nursing Process & Maslow
  – Professionalism
  – Undergraduate QSEN Modules

• Electronic Nursing Education Tools [2014]
  – Adaptive Quizzing
  – Case Studies
  – Virtual Simulations
  – Electronic Charting System

• Course Exam Review and Remediation [2012]
  – Form to be completed by students
  – Focus on incorrectly answered test items and why
  – Develop new study plan
  – Complete assigned remediation [see electronic nursing education tools]

• Annual Curriculum Review [2012]
  – Committee meets weekly for 10 weeks every summer
  – Use standardized exam result analysis for strengths and weaknesses
  – Admission and progression criteria and policies
  – Electronic learning tool evaluation
  – Teaching strategy evaluation
  – Exam blueprint and test item analysis evaluation

• Standardized Exam Review and Remediation [changed 2014]
  – Results interpretation reviewed with students
  – Identification of areas of strength and weakness
  – Complete assigned remediation [completion of metacognitive worksheets]
  – Benchmark requirement for program completion

• Simulation and Electronic Charting in all courses [2010, always evolving]
  – Head-to-toe assessment
  – Skill documentation
  – Medication administration documentation
NERC Handout

- Scenario events documentation
- Clinical client documentation

- Faculty Coach for at Risk Students [2015]
  - Assignment and Study Calendar Organization
  - How to outline a chapter, read a textbook
  - Concept mapping
  - Choosing supplementary texts
  - Developing individualized learning tools
  - Superuser of electronic nursing education tools
  - Using test taking strategies

- Metacognitive Learning Tool Construction Course [2016]
  - Junior and senior level, one semester hour
  - At risk students strongly encouraged to enroll
  - Limited class size

- NCLEX Prep Course [changed 2014]
  - NCLEX Prep Notebook
  - Delegation, Management, Prioritization Test Items
  - Alternative format test items
  - Completion of 500-1000 test items
  - Standardized End of Program Exam [3 versions]
  - Standardized exam results review & study plans
  - NCLEX-RN application process
  - NCLEX-RN study calendar

- Coming Soon
  - Faculty Mentoring/Orientation
  - Aligning the test items with NCLEX-RN, QSEN, CCNE, BON
  - Test Item construction workshop 2
  - Learning Centered Classroom
NERC Handout

Meta-Analysis of the Literature

1998-2005 [32 articles]
• Focused on learner characteristics, program completion, passing NCLEX-RN
• Majority of studies were single cohort or single program
This literature has led to the development of admission criteria
• Cumulative GPA
  o Science Pre-requisite GPA
  o Use of standardized admission test vs SAT/ACT scores

Best Research Study
• One Program
  o Investigated 213 students for characteristics
  o Surveyed 10 faculty for possible improvement areas
  o Surveyed 30 new graduates possible curriculum improvements
• Surveyed 30 ADN program directors in one state for retention and NCLEX-RN passing strategies

2006-2011 [45 articles and dissertations]
• Focused on increasing NCLEX-RN first time pass rate
• Majority of studies were single cohort or single program
This literature has led to the use of standardized exams to provide a “quick fix” to low

Best Research Study is actually a review of the literature
  o Found studies defined only one intervention or a group of interventions without an adequate description for duplication
  o Found studies may improve pass rate, but at what cost in attrition and progression

2012-2017 [26 articles and dissertations]
• Focused on increasing NCLEX-RN first time pass rate
• Majority of studies were single cohort or single program
This literature has led to development of Best Practices
Best Research Studies
  o Surveyed 30 BSN nursing programs with equal or higher first time NCLEX-RN pass rates than the national average on the NCLEX-RN
    • Students were encouraged to ask for assistance
    • Case-based learning
    • Standardized exams
NERC Handout


**Best Practices to Improve NCLEX-RN First Time Pass Rates and Decrease Attrition in Pre-licensure Nursing Programs**

**Best Practices Grouped by Major Category**

<table>
<thead>
<tr>
<th>Program Changes</th>
<th>Exam Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous Program Assessment &amp; Evaluation</td>
<td>High Stakes Standardized Exit Exam w/ benchmark</td>
</tr>
<tr>
<td>Nursing Program Orientation Course</td>
<td>High Stakes Standardized Exit Exam w/o benchmark</td>
</tr>
<tr>
<td>NCLEX Prep Course</td>
<td>Standardized Course Exams w/ benchmark</td>
</tr>
<tr>
<td>Metacognitive Learning Course</td>
<td>Standardized Course Exams w/o benchmark</td>
</tr>
<tr>
<td>Strong Foundations Course</td>
<td>Required Test Review</td>
</tr>
<tr>
<td>Admission Criteria Standardized Admission Test Science and overall GPAs</td>
<td>Required Remediation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Changes</th>
<th>Teaching Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Integrated Active Learning Strategies</td>
<td>New Faculty Mentor Program</td>
</tr>
<tr>
<td>Program Integrated Active Learning Support</td>
<td>Faculty Developed Exam Training &amp; Support</td>
</tr>
<tr>
<td>Test Taking Strategies Coach</td>
<td>Course Exam Polices &amp; Blueprints</td>
</tr>
<tr>
<td>Test Anxiety Support</td>
<td>Faculty Evaluation</td>
</tr>
<tr>
<td>Dedicated Faculty for At Risk Student Support</td>
<td>Active Learning Integration</td>
</tr>
<tr>
<td>Metacognitive Learning Strategies Coach</td>
<td>Metacognitive Learning Strategies Integration</td>
</tr>
</tbody>
</table>

**Extraneous Factors**
- Faculty Buy In
- Student Motivation
- Institutional Support
References


http://dx.doi.org/10.1016/j.profnurs.2012.07.002


